Advice and Guidance for School Governors on the use of the Primary Sports Premium Grant
We want to make sure all children have a healthy and active lifestyle and it’s vital that we encourage this in our classrooms.

Minister for Children and Families, Robert Goodwill
October 2017
Recent research finds that:

Half of all seven year olds do not get enough exercise

Only 38% of girls at that age take part in the recommended hour of moderate or vigorous exercise a day

One in three young people leave primary school overweight

These statistics show how important high-quality PE and sport is in tackling the growing levels of inactivity amongst primary age children in the UK.

Today, nearly a third of children aged 2-15 are overweight or obese and younger generations are becoming obese at earlier ages and staying obese for longer. Reducing obesity levels will save lives as obesity doubles the risk of dying prematurely. Obese adults are seven times more likely to become a type 2 diabetic than adults of a healthy weight which may cause blindness or limb amputation. And not only are obese people more likely to get physical health conditions like heart disease, they are also more likely to be living with conditions like depression.

If young people enjoy taking part in physical activity early on in life they will go on to lead active healthy lifestyles, but if they have a bad experience, particularly at school, they could be put off for life. Physical activity is associated with numerous health benefits for children, such as muscle and bone strength, health and fitness, improved quality of sleep and maintenance of a healthy weight. There is also evidence that physical activity and participating in organised sports and after school clubs is linked to improved academic performance.

The Government investment is dedicated to primary school PE and school sport. It has the potential to make a significant contribution if schools channel the funding correctly, and leadership teams are challenged to maximise the impact of their spend on outcomes that address physical education, physical activity levels and sporting opportunities.
Effective social and emotional competencies are associated with:

- greater health and wellbeing
- better achievement

The culture, ethos and environment of a school influences:

- the health and wellbeing of pupils
- their readiness to learn

There is a positive relationship between

- Academic attainment
- Physical activity levels

Pupils with better health and well being are likely to achieve better academically.
The Benefits of High Quality PE & Sport to a Child

Research shows that habits formed in childhood are likely to continue into adulthood. A planned programme of high quality PE and sports provision can provide the following benefits to children:

Health
The health benefits of regular sport and physical activity are infinite; it can reduce the risk of major illnesses (heart disease, diabetes, cancer), significantly contribute to reductions in mental health problems (anxiety, stress) and lead to increased resilience and self-confidence. Increased physical activity, sport and planned exercise will also help to reduce the rate of childhood obesity, teaching children the virtues of adopting a healthy lifestyle and taking care of their bodies.

Attainment
Insight shows that children who are more active are likely to perform better academically and achieve higher grades than those who are less active. Primary school children participating in as little as 10 minutes of additional organised physical activity a day gain huge benefits including enhanced cognitive function, improved behaviour and thereby enhanced academic performance.

Wellbeing
Participating in sport and physical activity increases a child’s self-confidence and can lead to higher self-esteem.

Social
Participating in sport and physical activity can lead to greater social inclusion, and an increased ability to forge friendships.

Transferrable Skills
Participating in sport and physical activity increases a child’s team-working skills, determination, goal-setting, practice, patience and persistence – all vital life skills.

Increasing Provision for Vulnerable Children
Accessing sport and PE provision would improve the health and lifestyle of vulnerable children, who may be from deprived areas and may lack role models, parental encouragement or access to good nutrition and healthy lifestyles.

To access these benefits and maximise the impact on a child’s attainment and overall achievement, PE and sport needs to be a deliberate and explicit part of a child’s educational journey. Currently, only 10% of children will transfer the gains made through PE and school sport into measurable school achievement outcomes just by taking part. Therefore, schools need to develop their PE, physical activity and school sport provision as a way of contributing to their overall strategy for raising achievement and improving standards, not just as a way of increasing physical activity levels and fitness.
Children and young people’s mental health: key data

- **10%** children aged 5-16 years suffer from a clinically significant mental health illness
- **25%** of children who need treatment receive it
- **50%** if those with lifetime mental illness (excluding dementia) will experience symptoms by the age of 14
- **75%** if those with lifetime mental illness (excluding dementia) will experience symptoms by the age of 24
- **5x** maternal depressions is associated with a 5 fold increased risk of mental health illness for the child
- **1.3x** boys aged 11-15 years are 1.3x more likely to have a mental illness compared to girls aged 11-15 years
- **60%** of looked after children have some form of emotional or mental health illness
- **18x** young people in prison are 18x more likely to take their own lives than others of the same age
Ofsted

The Governance Handbook (Ofsted) reinforces the advice and guidance sent to Head Teachers and challenges the school to explain:

- Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Is the school encouraging the development of healthy, active lifestyles by using the PE and sport premium for primary schools to fund additional and sustainable improvements to the provision of PE and sport?

Edward Timpson, children and families Minister at the Department for Education, has provided further advice and guidance in an article for the National Governors’ Association highlighting the role of the Governor. He has provided a set of...

...Questions for primary school governors to ask their Headteachers*

1. Who is reviewing the school’s PE provision? What areas for development have they identified?
2. Has the school got (or should it consider) a designated subject leader for PE? What is their role in deciding how the premium should be spent?
3. What specific outcomes does the school aim to achieve with the premium? E.g. in terms of improving progress and skills, better attendance, increasing opportunities and activities.
4. How is the premium being used to enhance, rather than maintain, existing provision?
5. How will these improvements be sustainable in the long term? What will the impact of the changes that the school is making now be on pupils arriving at the school in 5-10 years’ time?
6. Does the school website include a breakdown of how the premium is being spent and a report on its impact on pupils?
7. Have grant conditions and guidance been considered in planning how to spend the funding?
8. Have staff accessed resources (e.g. from gov.uk or) to support effective use of the premium?
9. Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills, securing long-term impact? (Coaches should not be used to deliver PE as part of planning, preparation & assessment [PPA] arrangements.)
10. Where external providers are being used either in PE lessons or extra-curricular activities, how is the school assessing the quality and impact of their delivery?

Further support can be provided to Governors of schools, academy trusts and/or those represented on cluster groups of schools through the County Sports Partnership, Wiltshire and Swindon Sport

Inspectors have been asked to consider the impact of the new primary school sport funding on pupils’ lifestyles and physical wellbeing by taking account of the following factors:

- Increased participation rates in activities such as games, dance, gymnastics, swimming, athletics
- Increase and success in competitive school sports
- How much more inclusive the Physical Education curriculum has become
- Growth in the range of provisional and alternative sporting activities
- Improvement in Physical Education partnership work with other schools and other local partners
- Links with other subjects that contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills
- Greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health.

Judgements will be made by inspectors about the quality of teaching and its impact on pupils’ learning and progress, and on their behaviour. In meetings with school leaders and governors, inspectors will ask for a brief evaluation of the quality of PE, pupils’ participation in school sport and how schools have used the new primary school funding to make improvements. Inspectors will also ask pupils their views about PE, about their participation in lunchtime and after-school sport and what else the school does to keep them healthy and active. In addition, Inspectors will consider whether governors ensure how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Primary schools should expect that Ofsted will be looking at the way they are tackling the common weaknesses as identified in the inspection survey report of the overall effectiveness of PE, Beyond 2012 – Outstanding Physical Education for all (2013) www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all. Whilst this report found that PE was good or outstanding in two thirds of the 120 primary schools visited, it identified a number of common weaknesses in primary PE including:

- Teachers’ lack of detailed subject knowledge
- Superficial lesson planning and limited use of assessment
- Not enough opportunities for pupils to participate and compete in school sport
- Insufficient focus on promoting pupils’ physical fitness
- No strategy to improve the health and well-being of all pupils

Ofsted will be looking for the impact this funding makes on the quality of PE and school sport both in relation to pupil experiences and primary school staff expertise in delivering the subject. From September 2013, Ofsted strengthened its coverage of PE and sport, and inspectors commenced observing primary PE lessons. From January 2014, Ofsted started making a ’yes’, ‘no’ judgement about whether schools were using their funding effectively.
Not all pupils could swim 25 metres unaided by the end of Key Stage 2.

The introduction of this new funding provides primary schools with an ideal opportunity to tackle these common weaknesses in PE and sport. It should be used to add value to the quality of PE and school sport, not simply maintain current provision and enable schools to make a real difference. To maximise the impact of the primary Physical Education and sport funding and ensure compliance with Ofsted accountability measures, governing bodies will be supporting and challenging Head teachers and senior leadership teams about the school’s vision, provision and impact of PE, sport and physical activity.

The questions on the following pages, with examples of ‘good practise’ answers, are arranged under Ofsted judgment headings, may be useful starting points for these discussions.

**Achievement of pupils:**

**How does Physical Education and school sport contribute to the overall attitude, behaviour and achievement of all our pupils?**

All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and has improved in all lessons and at break and lunchtime. Pupils make decisions that challenge and inspire them even further and are achieving high levels of progress in all subjects.

**Is the progress and achievement of all pupils in Physical Education consistently good or outstanding?**

All pupils make good or outstanding progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.

**Is a varied programme of extra-curricular sport and physical activity offered to pupils and are they engaged in deciding what activities are provided?**

All pupils can access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Utilising the ‘Create Development Wheel’ is an excellent way of determining pupil needs around PE, sport and physical activity.

**Do all pupils participate in this programme of extra-curricular sport and physical activity?**

Most young people participate in activities either before or after school. They enjoy competing against each other and are developing values that are establishing regular participation habits.

**Do we participate in high quality competitive opportunities with other schools and are we successful?**

Most young people represent the school and are part of community clubs that the school has links with. Pupils take part in Level 2 and 3 School Games Competitions.
Quality of teaching:
How much time do we devote to the teaching of Physical Education?
All pupils receive two hours or more of timetabled high-quality PE.

How does our school ensure that the Physical Education curriculum is engaging and stretching for all pupils?
The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills.

Is the teaching and learning of Physical Education in our school consistently good or outstanding?
All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Staff provide for the least-and most-able pupils and recognise, pupils learn in different ways.

Behaviour and safety of pupils:
How does our school ensure the extra-curricular programme is of a high quality and delivered safely?
Teachers are supported in the delivery of the extra-curricular programme by quality assured coaches who extend, enrich and enhance the experience for those young people who are interested or talented in sport. National governing body (NGB) coaches have been used to up-skill teachers’ technical knowledge in an activity when the need was identified.

How does our school ensure that physical activity contributes to the health and well-being of all our pupils?
The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged amongst pupils and staff, and extended to parents and carers.
Quality of leadership and management:

Does our school have a clear vision for high quality Physical Education and school sport that contributes to the whole school development plan?

There is a clear vision statement included in the school’s aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to. PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.

Who takes a lead for Physical Education in our school?

The PE co-ordinator is an experienced highly skilled classroom teacher. They can cascade training and motivate staff. They have the support of the Head teacher, staff, governors, pupils and parents.

Do we have a strategy for ensuring effective professional development in Physical Education?

There are termly opportunities for staff to participate in CPD relevant to high quality PE. The PE co-ordinator has release time to build capacity with staff including jointly planning lessons, team teaching and being observed teaching.

Do we work in partnership with other schools and local partners to maximise our provision?

The school is part of a cluster partnership for PE and school sport. This partnership organises an extensive range of competitive sporting opportunities for pupils.

Does our school have a clear plan for the use of the Primary Physical Education and sport funding?

It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.

Who is responsible for monitoring and evaluating the impact of this funding in our school?

Budgets are monitored regularly by the leadership team, enabling the school to see which elements of spend have the greatest and most sustainable impact.

How will the impact of this funding be reported to the governing body?

The impact of this funding will be reported to the governing body each term and presentations made in two identified meetings a year.
Writing your Primary Sports Premium Grant Plan

There are 4 important elements to address when writing your primary sports premium grant plan:

1. Self review
2. Baseline information
3. Action plan
4. Measuring impact

Self-Review:

A good place to start is to undertake a self-review of current provision of PE and Sport in your school. The Youth Sport Trust has developed 9 questions that aim to help schools assess their current provision and priorities in PE and school sport:

1. Does your school have a vision for PE and school sport?
2. Does your PE and sport provision contribute to overall school improvement?
3. Do you have strong leadership and management of PE and school sport?
4. Do you provide a broad, rich and engaging PE curriculum?
5. How good is the teaching and learning of PE in your school?
6. Are you providing high quality outcomes for young people through PE and school sport?
7. Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?
9. Does your school know how to effectively utilise the new PE and school sport funding?

The questions are followed by you completing your level of provision as either emerging, established or embedded. Full details can be found via the link www.youthsporttrust.org/accountability

Baseline Information:

Gathering baseline information on pupil perceptions, interests and aspirations of PE and Sport, healthy living as well as data on the uptake of extra curricula activities will enable schools to more effectively measure the impact of their Primary PE and Sport Premium. It is also helpful to identify whether there are any specific target groups within the school who are not fully accessing the PE curriculum or extra curricula activities.

Action Plan:

The self-review and baseline data should support your school in identifying the key priorities for the use of the Primary PE and sport funding. A simple action plan should be written that enables your school to measure the impact of the funding on an annual basis. Funding should be allocated against each action. Using SMART targets may help.

S  Specific
M  Measurable
A  Accountable to someone
R  Realistic
T  Time scaled
Measuring Impact:
Undertaking a survey to review pupils’ views on PE and Sport and healthy living with data on the uptake of extra curricula activities and new initiatives delivered over the year will help evaluate the plan and provide evidence of impact. A school may also wish to undertake the self-review again and apply for one of the national quality/kite marks available for primary schools:

- afPE Quality
- School Games Mark
- YST Quality Mark

It is a requirement of the grant funding, that evidence of the impact of your plan is published on an annual basis on the school website.
Main points of reference from the new Department for Education School Governance Handbook published January 2017

3.2 Creating accountability for educational performance

Is the school encouraging the development of healthy, active lifestyles by using the PE and sport premium for primary schools to fund additional and sustainable improvements to the provision of PE and sport?

Page 20

6.4.5 Physical education and sport

A high-quality PE curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

All primary school’s boards should be aware of the PE and sport premium. The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2016 to 2017 academic year, to encourage the development of healthy, active lifestyles. The department has published guidance on PE and sport premium funding.

Page 61

6.6.3 Financial accountability for maintained schools | The PE and sport premium

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. The Ofsted inspection criteria specifically states that, in making their judgement on the effectiveness of leadership and management in schools, inspectors will consider ‘how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively boards hold them to account for this’. Schools are required to publish on their websites the amount of PE and sport premium received; a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils’ PE and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.

Page 85
Physical activity for children and young people (5–18 Years)

- Builds confidence & social skills
- Maintains healthy weight
- Develops co-ordination
- Strengthens muscles & bones
- Improves concentration & learning
- Improves health & fitness
- Improves sleep
- Makes you feel good

Be physically active

Aim for at least 60 minutes everyday

- All activities should make you breathe faster & feel warmer

Spread activity throughout the day

- Play
- Run/walk
- Bike
- Active travel
- Swim
- Skate
- Sport
- PE
- Skip
- Climb
- Workout
- Dance

Include muscle and bone strengthening activities 3 times per week

Sit less

Move more

Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

For further information on the PE and Sport Premium for Primary Schools, please contact Wiltshire and Swindon Sport.

Visit our website at www.wiltssport.org
or email rik@wiltssport.org